

COLUMBIA UNIVERSITY SCHOOL OF DENTAL AND ORAL SURGERY 1971







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Columbia Dental School: a Microcosm in Social Transition

Every man is more than just himself; he also represents the unique, the very special and always significant and remarkable point at which the world's phenomena intersect, only once in this way and never again . . . that is why every man, as long as he lives and fulfills the will of nature, is wondrous, and worthy of every consideration.

Each man's life represents a road toward himself, an attempt at such a road, the intimation of a path. No man has ever been entirely and completely himself. Yet each one strives to become that—one in an awkward, the other in a more intelligent way, each as best he can . . . Each of us . . . strives toward his own destiny. We can understand one another; but each of us is able to interpret himself to himself alone.¹

Hermann Hesse

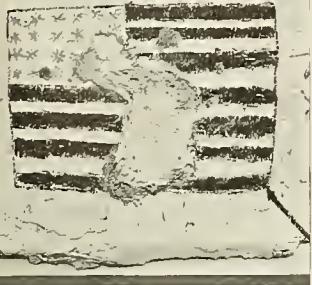
American society is in a state of explosive, violent change. Bob Dylan remarked about this in 1963, when he stated:

*Come gather 'round people wherever you roam
And admit that the waters around you have grown
And accept it that soon you'll be drenched to the bone
If your time to you is worth savin'
Then you better start swimmin' or you'll sink like a stone
For the times they are a-changin!²*

The events since that time, especially those during our years at Columbia, have reinforced Dylan's prophecy.



**ALL ARE
INVITED
TO HELP**



Three national leaders were senselessly assassinated. Student activism at many colleges and high schools throughout the country, as well as an increasingly youthful black militancy, has mushroomed. Political protest has burgeoned and brought forth verbal and physical reaction from authority. Physical and political genocide has occurred abroad, while homicide and suicide have increased at home.

Peaceful protest marches in New York City, anti-war moratoriums throughout the country, and *happenings* at Bethel, Wood-



stock, Love Valley, Tenino, and Lewisville have been attempts, mainly by the young, to contend with and voice opposition to these national and international occurrences.

Our years at Columbia have also seen the uprising of the downtrodden, the underdog—the N.Y. Jets, Mets and Knicks each won the world championship in their respective sport.

The United States landed a man on the moon, and Tiny Tim married Miss Vicki.



Underlying most of the events cited above is the increasing amount of violence in our society and our reaction to or attempts to escape from it.

Violence has been compared to a "fever in the body politic; it is but a symptom of some more basic pathology which must be cured before the fever will disappear." The primary etiologic factors of the disease include "haphazard urbanization, racial discrimination, disfiguring of the environment, unprecedented interdependence, and the dislocation of human identity and motivation created by an affluent society." These basic causes cannot be eliminated entirely.





Hugh Rogers

The way in which we can make the greatest progress toward reducing violence in America is by taking the actions necessary to improve the social, physical, and psychological conditions of family and community life for all who live in our cities, and especially for the poor who are concentrated in the ghetto slums.



As dental practitioners many of us will seek to practice in an area that is free from robbery and attacks on our patients and ourselves; as members of the health professions we must nevertheless fulfill our obligations toward the amelioration of physical and oral problems of the ghetto residents; as individual citizens we will desire to live safely in a community, without fear of violence to our wives, selves, or children; and as human beings we must care enough for all people in society to strive towards alleviating the existing misery and suffering.

We have a responsibility to ourselves, our families, and society to actively participate in delivering that which we have been trained for, dental health care, to the ghetto community and other poor as well as those more economically favored.

The dentist must become a socially sensitive individual. This is a sharp change from the role previously played by and expected of dental practitioners. Heretofore, dentists catered almost exclusively to a white, upper middle class clientele; we now have the responsibility of providing services to the non-white, lower class individuals as well.

This duty has not been performed to any great extent by dentists in the past. One writer has characterized the dentist as "the only health professional who encases himself in a five-by-eight room, works from nine till five, four days a week, and never works nights; has no relation to the community around him,



. . . has no connection with a hospital or a school, other than belonging to the PTA where his children went to school."

Another has stated that "In the public's eye, (the dentist) doesn't provide community leadership, doesn't support community activities with either time or money . . . So far as the public is concerned, (dentists) all could be members of Anonymous Anonymous."

By the time a student starts to prepare for his professional career, his major personality characteristics, sense of values, and behavioral attitudes probably have been determined by his parents, prior schooling, and his peers. "The main factor in determining the extent to which the student will acquire the characteristics of social sensitivity is his nature at the time he enters dental school."





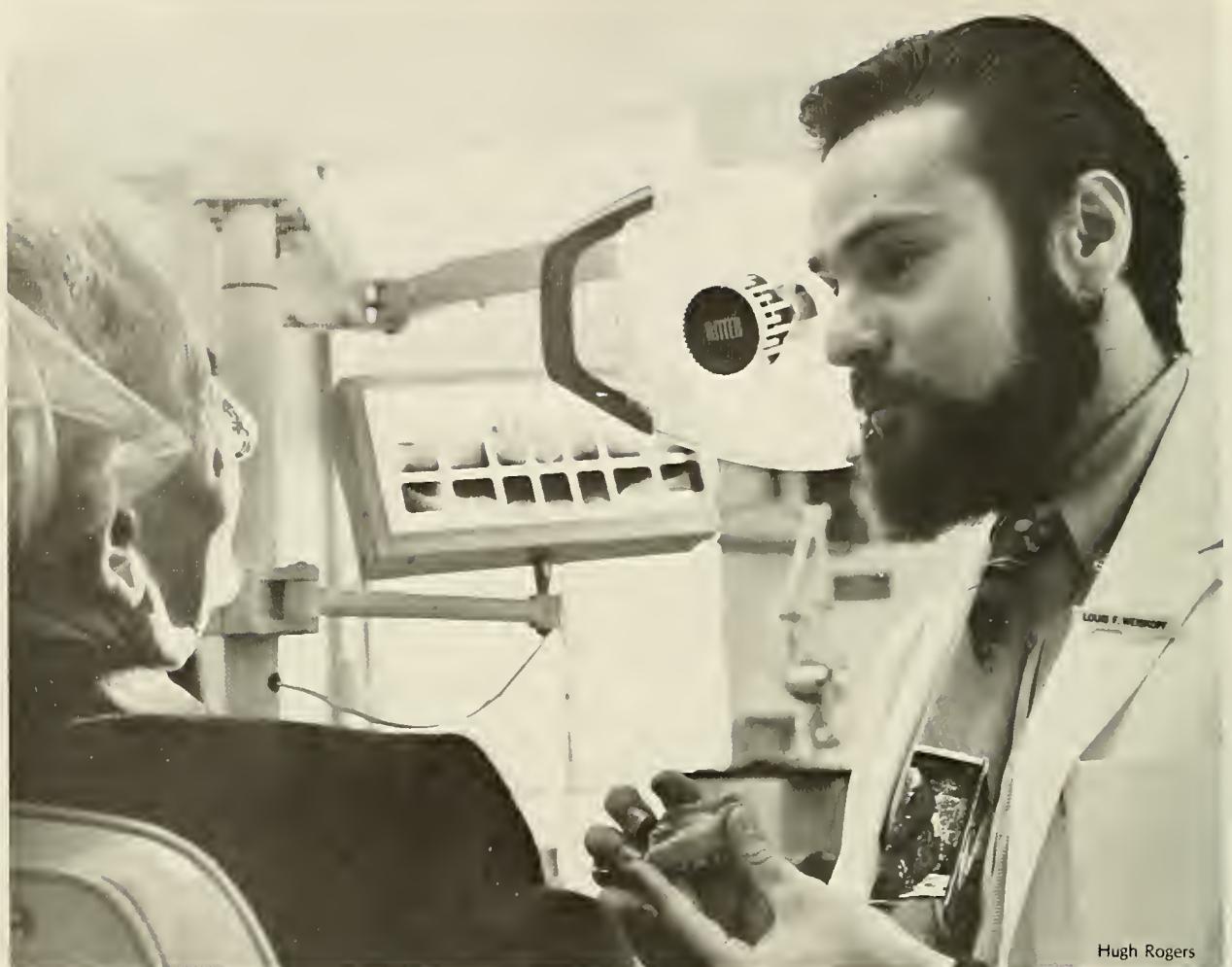
The problem for the dental school therefore becomes how to develop graduates who can contribute significantly to the optimum well-being of a changing society. Dentistry has to adapt to new conditions and different demands. This is best accomplished by devising an entirely new curriculum and adhering to a philosophy more in keeping with the changing times.

The primary sources from which a curriculum in the health professions should be derived are the needs of society in toto and its members in particular, and the aspirations of the individual or future practitioner.

These factors are perhaps epitomized by the two quotations at the beginning of this essay. In the first, Hesse expresses the basic values, importance and uniqueness of every human being that truly makes him "worthy of every consideration." The second describes man's own search for his significance, his attempt to find himself among all the many characters he portrays, roles he fulfills, and paths he may tread throughout life.

A curriculum in keeping with these tenets should provide for an increased awareness of mankind and have a content fertile with opportunities to achieve a sense of self-fulfillment as an individual in the dental profession.

One of the goals of dental education should be to train practitioners in unique approaches and ideas with regard to diagnosis and treatment. This cannot be accomplished by instructing all students identically. The curriculum should be built on individual interests, potentials, capabilities and desires; it ought to make the four years in school relevant to the individual's ultimate goals and how he wants to accomplish them. This can only be done by having flexibility in dental curriculums, rather than a fixed, rigid, traditional dental curriculum.



Hugh Rogers

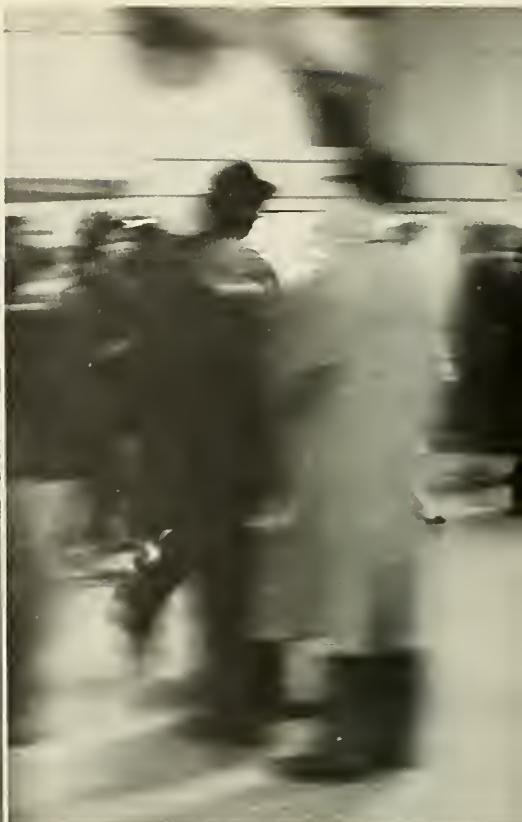
The new Columbia Dental School philosophy conceives of professional education as a "life long continuum in which certain phases are more formalized, structured and concentrated than others." The aim is "to produce graduates capable of assuming leadership in the scientific and professional community by academic affiliations either in teaching, research or hospital service . . ."

Two major emphases of the new educational sequence are the prevention of disease and the delivery of dental health care to a larger community than is now able to partake in the services. The Columbia graduate is envisioned to be a leader in his community and in his group practice. He will be an erudite dental scientist and clinical diagnostician, well versed in dental technical concepts, able to perform them competently and integrate the basic sciences with them.



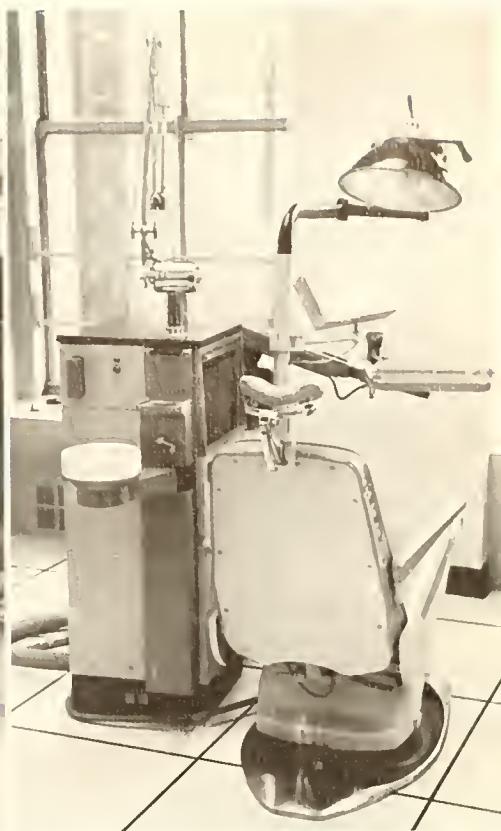
Hugh Roger





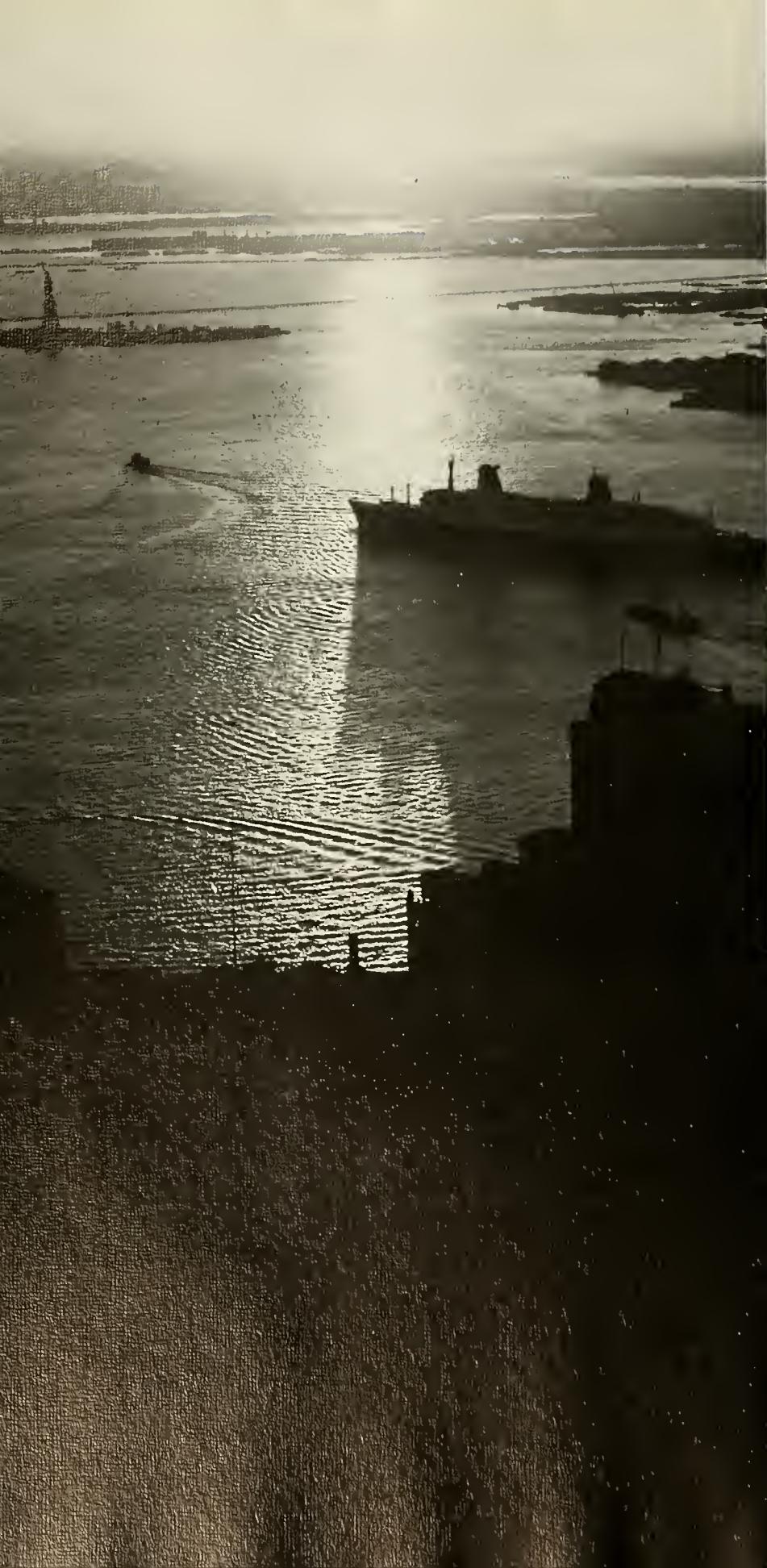
The new first year curriculum consists of the core biomedical courses; everything that we took in one and one half years condensed into one. An overview of dentistry is offered (*Introduction to Dentistry I*), in which the profession, as seen by the staff, is communicated to the neophyte odontologists.

Year two is the core bidental year. Pharmacology is the only biomedical subject offered. Two new courses that resynthesize material formerly given in fractionated form are "Development and Function of the Oral System," and "Biology of the Oral Tissues." The former interrelates oral histology and embryology; the development, morphology and phylogeny of the dentition and occlusion; and oral soft tissue anatomy. The latter treats the basic medical sciences as related to the dental sciences. Other subjects include Statistics and Epidemiology, Introduction to Human Behavior, Preventive Dentistry and Community Health, and Oral Pathology.



The second half of the second year introduces the preclinical sciences: oral surgery, prosthodontics, operative dentistry, and periodontics. The emphasis, however, will be on understanding the conceptual basis of dentistry as opposed to rote technique. The basic theme will be integration of all aspects of dental care; viewing and treating patients totally. This correlative course is called "Introduction to "Dentistry II." A summer session will be followed by the third or major clinical year. All required clinic training will hopefully be completed during this period.

The fourth year is to be one entirely of electives. An individualized track suiting each student's needs and career aspirations will be devised.



The question now arises of how and where do we, the graduating class of 1971, fit into the dental school and dental profession in transition. Perhaps a more basic point is do we want to accept the changing ideals espoused by Columbia for the dentist of the future.

Do we desire to assume the traditional, society-conceived role of the dentist and reap the expected concrete, tangible rewards? If so, there should and will be a place for us in the profession as solo practitioners. If, on the other hand, we feel that our conception of professional activity is congruent with the philosophy discussed above, in which a "lifetime of learning" is combined with service and leadership, then we too have a much greater place in the future of dentistry as teachers or participants in newly created dental health teams devoted to providing care to the larger community.

We, the members of the Class of 1971, are uniquely transitional, a vanishing type of dental student. Those of us who fail to grasp the implications for change may become anachronisms within our own generation of professionals.

For us and those before us, the dental school in transition has been mainly an ethereal abstraction or an ephemeral reverie. It is for those who will follow us tomorrow and beyond that the dental school transformed will be a self-fulfilling reality.

The ideas and opinions expressed in this essay do not presently represent those of the entire Class of 1971. The material is offered for the graduates and others to peruse; it may stimulate some, arouse others. As long as the new members of the profession realize that the teaching and the practice of dentistry is rapidly changing, the words and the photographs have served their purpose. Perhaps in the future, the thoughts may be more universally accepted.

We would especially like to thank Photographer Hugh Rogers, 165 W. 91st St., NYC for providing most of the photographs in the essay and many throughout the remaining pages, and Jean Finken for typing many letters.

J.L., R.M.W.

1. Hermann Heese, *Demian*, Harper & Row, 1965
2. Bob Dylan, "The Times They Are A-Changin'," M. Witmark & Sons, 1963

DENTAL COLUMBIAN 1971

Editor Ross Milan Wezmar

James A. Lipton
Marshall Golan
Steven Steurer

Hygiene Cheri Koenig, R.D.H.
Advisor Victor Caronia, D.D.S.

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AND DEPARTMENT
DIRECTORS





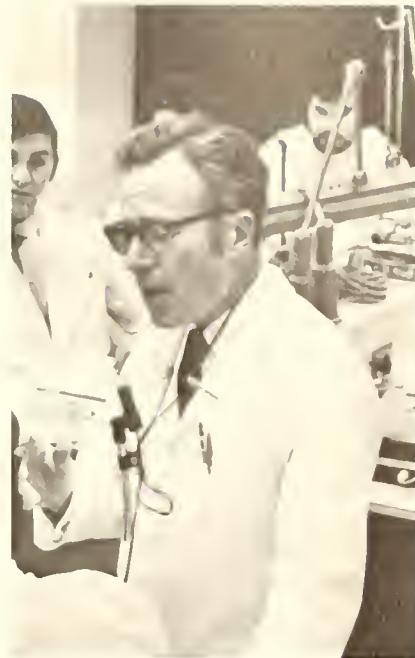
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Rudolph H. Friedrich, D.D.S.
Oral Surgery

DEDICATION



Perhaps the first person at Columbia Dental School with whom we came into contact was Dr. Joseph A. Cuttita. As an advisor to many of us during our troubled first two years, he imparted sage advice and information. As an instructor in Stomatology, he displayed a willingness to explain and clarify in a pleasant, relaxing and reassuring manner. As the faculty organizer of numerous social events, he has provided the students and faculty with many enjoyable hours.

He has neither sought recognition nor thanks. We believe that both are long overdue him. His example of unselfish dedication to his profession and school and his love of his students will remain with us. For this we are truly grateful, and the Class of 1971 is proud to dedicate its yearbook to Joseph A. Cuttita, D.D.S.

PRECL



CAL YEARS





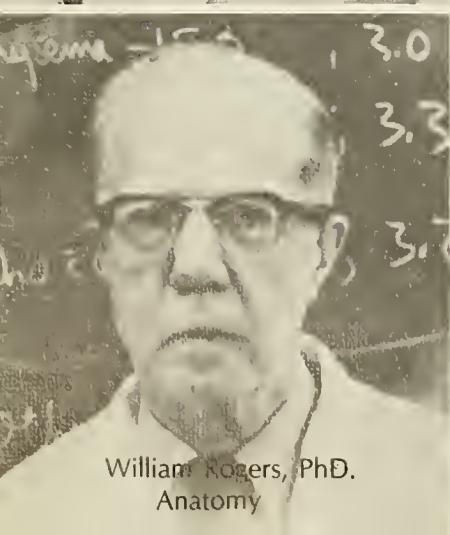
Edward Dempsey
Chairman; Anatomy

Listen, fellow graduates, Class of Seventy-one
To a tale of labor, of boredom and fun.
Forty-six to begin with, but soon minus two
As the fainthearted heard Moss, and that was their cue.
The first day in school, and what do we find
But, believe it or not, we're two weeks behind!

Histo and Gross, Stat and Genetics
Six days a week, the pace was frenetic.
Collusion, dissension, the code not obeyed,
After this episode, our reputation was made.

After eleven, onto T. G. or Maxwell,
To carouse, to get smashed, to indulge and let pants swell.

After Brandt, Luse and Rogers, Rankow, Albert and Chayes,
We began to all wonder if this really pays.
But onward we trudged, along a path to the garden,
When who should obstruct us but old Howie Arden.
And Barnaby, Scarola, Kessler and Ras
"Just a millimeter longer," that looks like an elephant's ass."

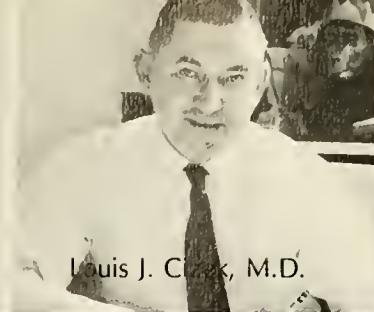


William Rogers, PhD.
Anatomy

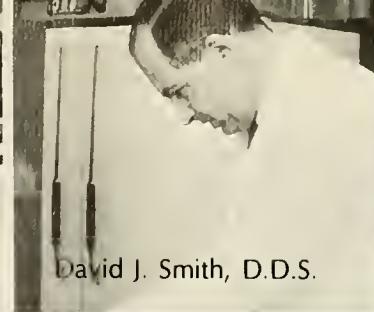




Mero Nocenti, D.D.S.



Louis J. Clark, M.D.



David J. Smith, D.D.S.



Herbert D. Ayer, D.D.S.



Charles Noback, PhD

John Taggart, M.D.
Chairman; Physiology

Finals and practicums, boy what a pain
Christmas vacation . . . and then there was Cain:
On hatchet, up chisel, down amalgam condenser,
Out black books, write ballpoint, antediluvian censor

Doctors Portway, Pandolfo, Deesen, Scrivani,
Mellana, Boelstler . . . I want my mommy!

Dental Materials—a course or a joke?
Unmixable alginate, amalgam that broke.
Biochem—did we take that course? Oh yes, Dr. Smith
With Krebs cycle and chains, or were they also a myth?
Muscles that twitched in cat, dog and turtle,
Blank's lectures, Chien's English, more obstacles to hurdle.

Thank Heaven to Mero for pulling me through
So that now I am able to drill, wax and sprue.
Neuro and Noback, what did he say?
"Brains, neurons and tracts, now go find your way."

72 hours—7 FINALS; 7 SECONDS—ALL FORGOTTEN,
First year over, summer recess, days, of leisure, soft as
cotton.



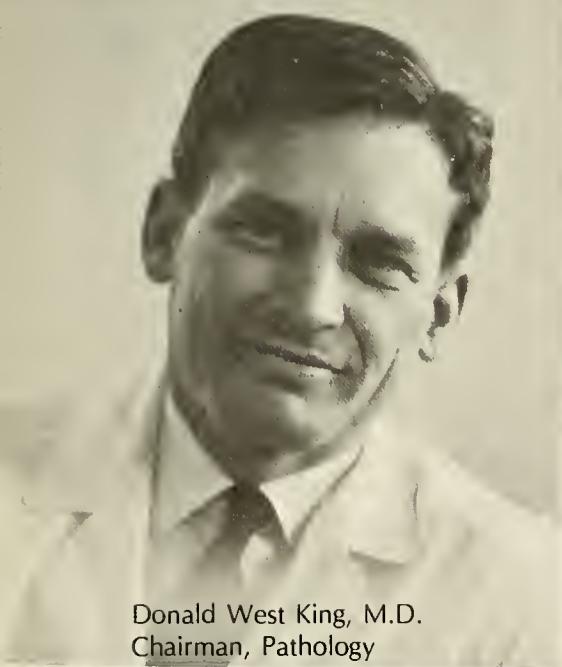
E. Applebaum, D.D.S.



Alan Kahn, D.D.S.



Irving Silver, D.D.S.



Donald West King, M.D.
Chairman, Pathology



Brian F. Hoffman, M.D.
Chairman, Pharmacology



Shih-Chun
Wang, M.D.



Harry Rose, M.D. Chairman, Microbiology

Twas the sixteenth of September, in the year sixty-eight,
When thirty-nine of us returned, as if destined by fate
To continue our journey to the fabled beyond
Where typodonts come alive, to feel and respond.

Donald West King and a cast of ten thousand
Taught us Pathology, moribund but arousin',
Big rats and little rats we did find in dear Micro,
The small ones were frisky, the large ones were psycho.
B. Hoffman, F. Hofmann, Hsueh Wang and Shih Wang,
After Kahn and Black Bart, relief from the shebang.



Jubilation, exultation, we made it, we're through!
Now for the dentistry, where books will be few.
Twisting and turning, what fantastic vibrations
"Extirpate that pulp men, become financial sensations."

Crowns full and three-quarter, dentures partial and complete
"But please, Dr. Arden, I'm trying to be neat."
Operative, diagnosis, Jumping Jack and his x-rays,
Oral Surgery with Dr. Greenfield and talks of those sex days.

Doctors Beube, Schwartz and Rennert (isn't Frank E. cute?)
Pull stroke and push stroke, don't "piddle on that root."
At last our first patients, oops my swan song was sung,
For, nervous and shaky, I scaled down his tongue!

Now onto the clinic, a new one was promised,
Mrs. Moore, Mrs. Duffy, C. Feblas, Miss Lamas





CLINICAL YEARS





Frank Mellana, D.D.S.



DAU



Harold Sherman, D.D.S.



Joseph Fiascanaro, D.D.S.



William Silverstein, D.D.S.



Herbert Fritz, D.D.S.



Paul Bjorkland, D.D.S.

Kenneth Deesen, D.D.S.



Maxwell Widrow, D.D.S.



Joseph DeJulia, D.D.S.



Joel Goldin, D.D.S.



Gustav Durrer, D.D.S.



Ennio Uccellani, D.D.S.



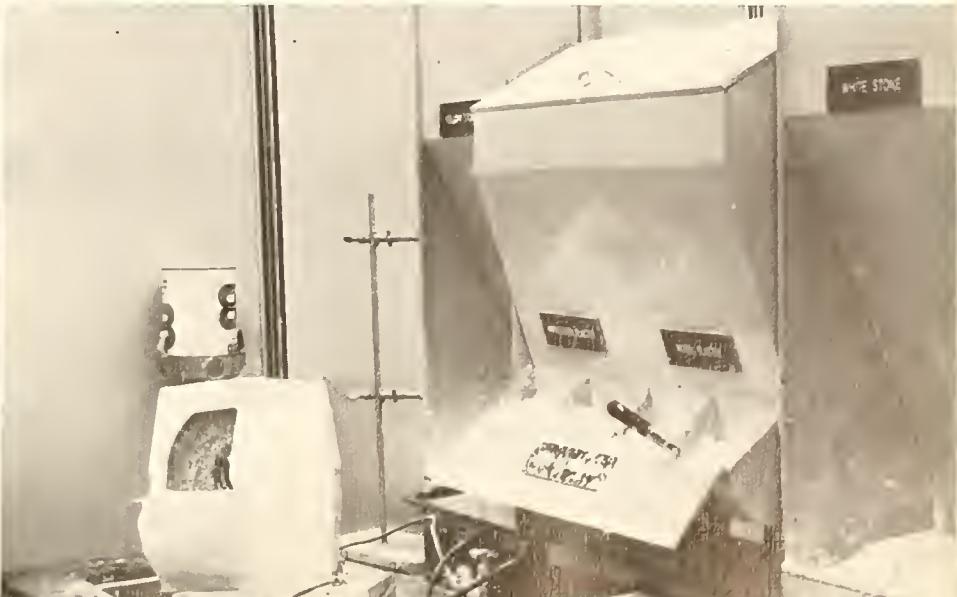
Victor Caronia, D.D.S.



George Crikelair, M.D.
Dir. Plastic Surgery



Steven S. Scrivani, D.D.S.





Jacob Kaplan, D.D.S.



Bernard Nathanson, D.D.S.



Richard Gliedman, D.D.S.



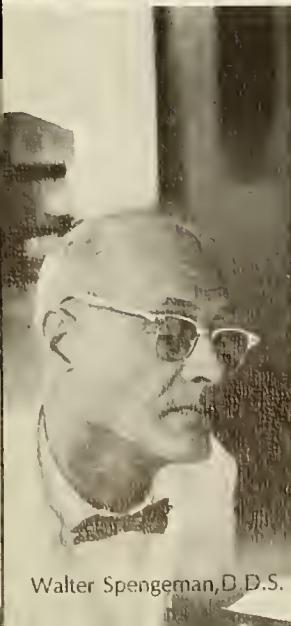
Monroe Gliedman, D.D.S.



Jacob Kaplan, D.D.S.



David Kaplan, D.D.S.



Walter Spengerman, D.D.S.



Henry Nahoum, D.D.S.



Alfred Braida, D.D.S.



Edward Teltsch, D.D.S.





Raymond Johnson, D.D.S.



Murray Cantor, D.D.S.



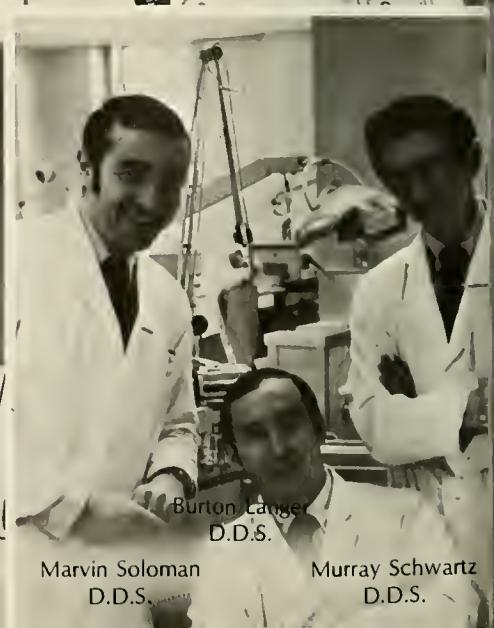
Howard Vogel, D.D.S.



William Miller, D.D.S.



David Monahan, D.D.S.

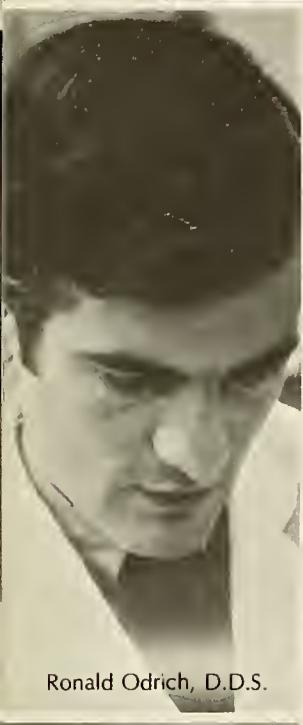


Burton Langer,
D.D.S.

Marvin Solomon
D.D.S.

Murray Schwartz
D.D.S.





Ronald Odrich, D.D.S.



T. M. Burdant, D.D.S.



David Newhaus, D.D.S.



John Lascalzo, D.D.S.



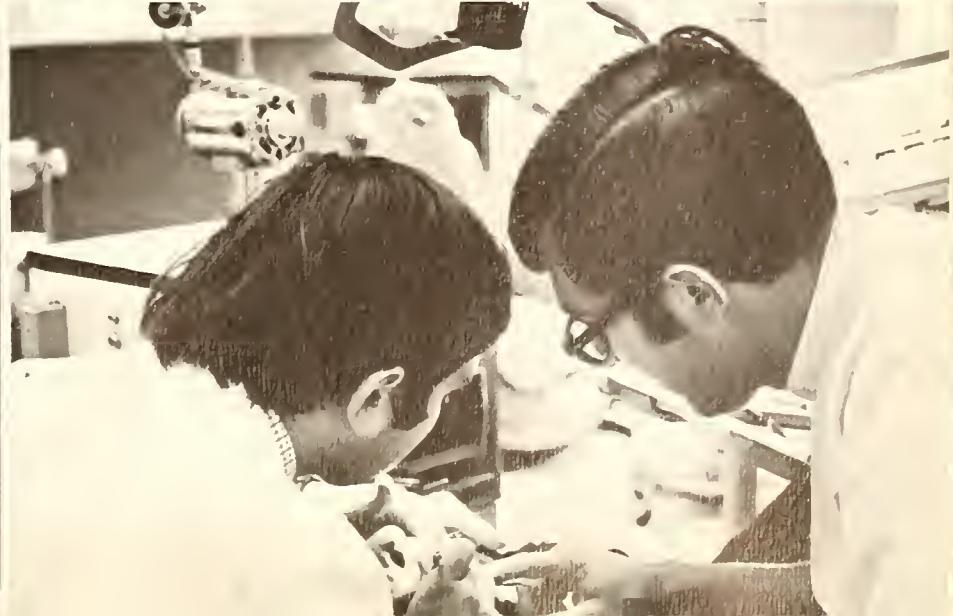
Harold Baumash, D.D.S.



Julien Anderson, D.D.S.



Fredric Goodman, D.D.S.





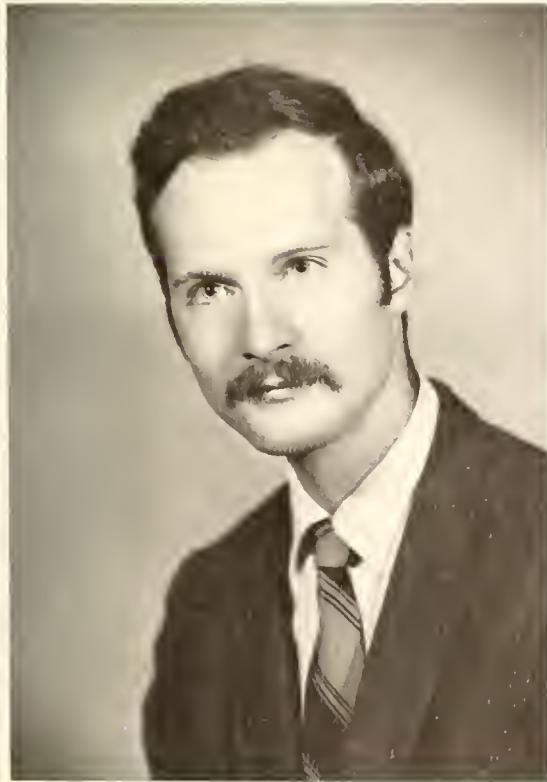
GRADUATES





"They are not long, these days of
wine and rose."

William B. Bornstein, D.D.S.
Boston Univ. B.A.1967



"Three wealthy sisters swore they'd never part
Soul was, i understand, seduced by Life
whose brother married Heart, now Mrs. Death;
poor Mind.

e.e. cummings

Neil D. Campman, D.D.S.
Union College B.S. 1967



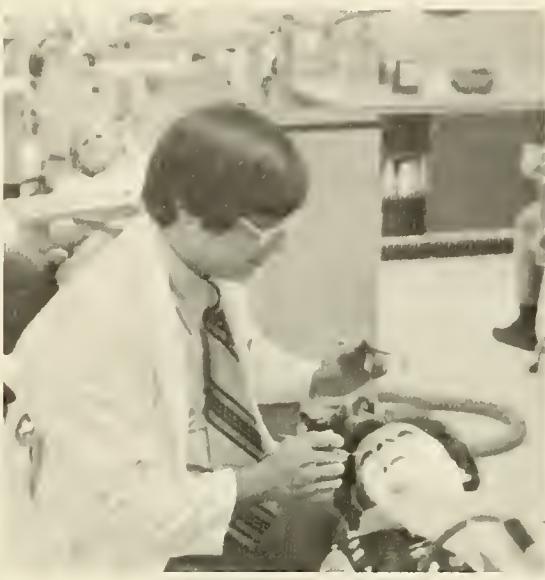
David C. Christian, D.D.S.
St. Lawrence Univ. B.S. 1967





Irving I. Cohen, D.D.S.
Brooklyn College B.S. 1968





Robert K. DeLuke, D.D.S.
St. Michaels B.A.1967





Michael P. Equi, Jr., D.D.S.
Boston College B.S. 1967



Thomas H. Finken, D.D.S.
Manhattan College B.S. 1967



Ralph Fleishman, D.D.S.
Brooklyn College B.A. 1967





It takes a long time to bring excellence to maturity

Publius Syrus



Marshall B. Golan, D.D.S.
New York University B.A. 1967



Steven J. Goldberg, D.D.S.
Harpur College B.A. 1966



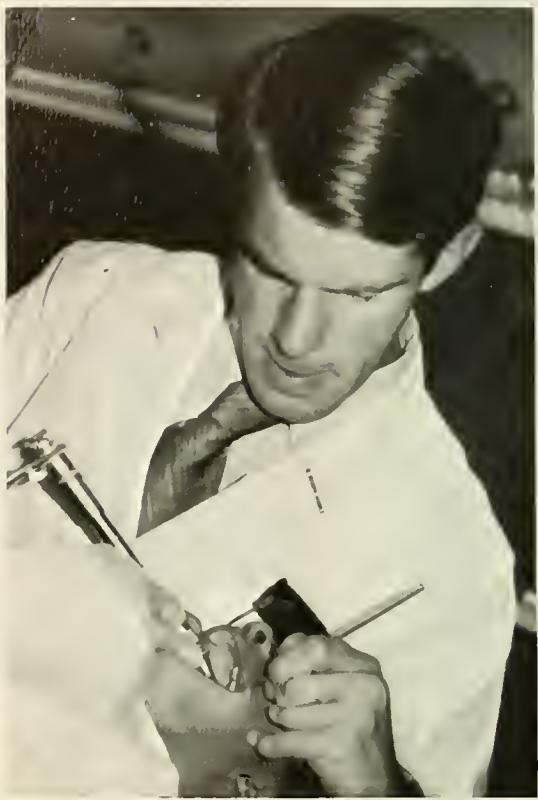
Harvey F. Gralnick, D.D.S.
American University 1967





Richard B. Hayes, D.D.S.
Manhattan College B.S. 1967



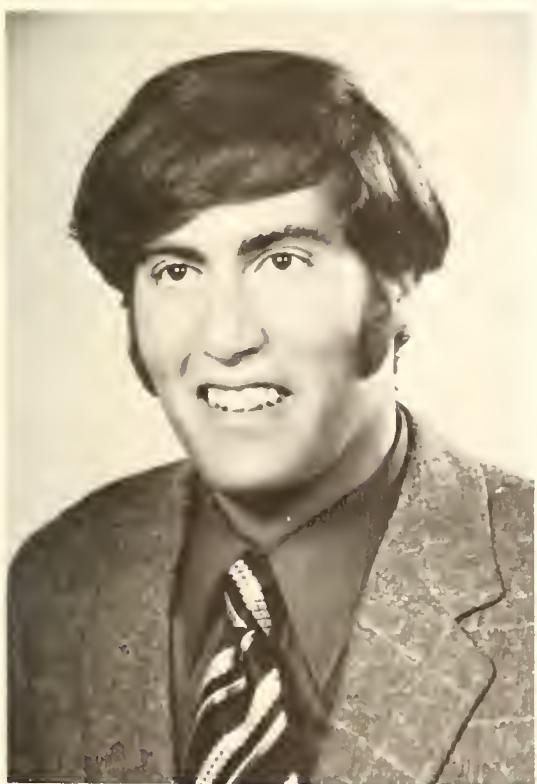


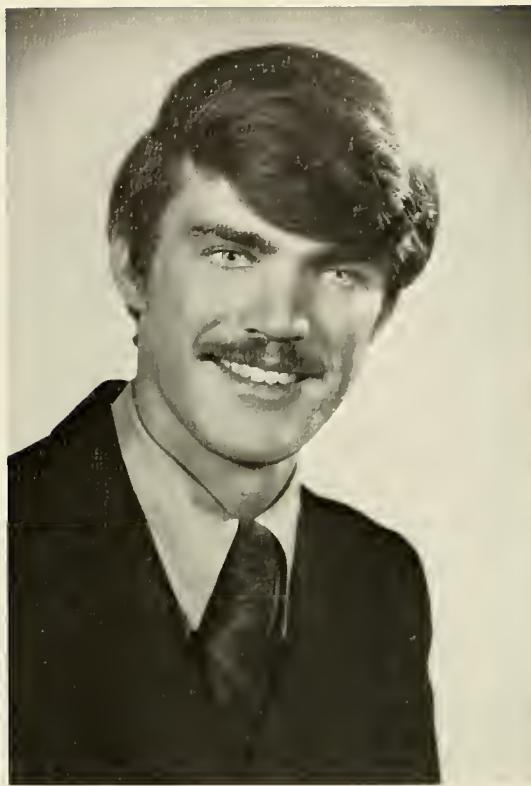
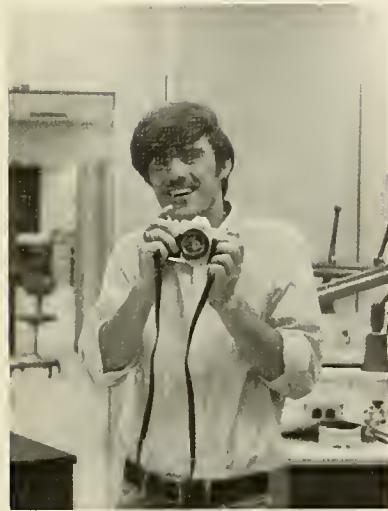
A. Joseph Homicz, D.D.S.
Cornell Univ. A.B. 1967





Joel S. Kleiman, D.D.S.
C.C.N.Y. B.S. 1968





John Frank Kosinski, D.D.S.
Univ. Massachusetts B.A. 1967



Rise free from care before the dawn, and seek adventures. Let the noon find thee by other lakes, and the night overtake thee everywhere at home. There are no larger fields than these, no worthier games than may here be played. Grow wild according to thy nature, like these sedges and brakes, which will never become English hay. Let the thunder rumble; what if it threaten ruin to farmers' crops? That is not its errand to thee. Take shelter under the cloud, while they flee to carts and sheds. Let not to get a living be thy trade, but thy sport. Enjoy the land, but own it not. Through want of enterprize and faith men are where they are, buying and selling, and spending their lives like serfs.

Walden

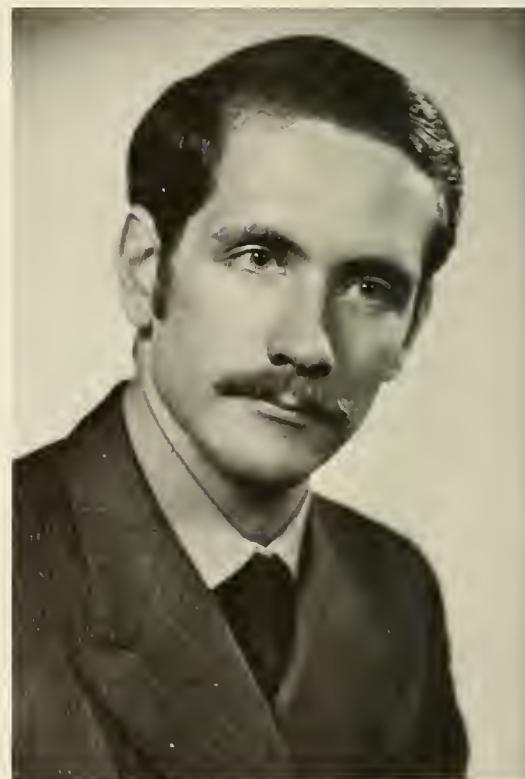


Walter Joseph Kucaba, D.D.S.
Univ. of Delaware B.A. 1967

When a thing ceases to be a subject of controversy, it ceases to be a subject of interest.

Hazlitt





Solomon Lehrhaupt, D.D.S.
Hunter College B.A. 1967



James A. Lipton, D.D.S.
C.C.N.Y.B.S. 1967

"We only become what we are by the radical
and deep-seated refusal of that which others
have made us."

Sartre



Dennis J. Lynn, D.D.S.
Fordham Univ. B.A. 1967





James F. McCosker, D.D.S.
C.C.N.Y. B.S. 1968





Robert F. McIntyre, D.D.S.
Villanova Univ. B.S. 1967





Kay Tiong Oen, D.D.S.
Columbia B.A. 1967





Anthony Oliveri, D.D.S.
Harpur College B.A. 1967



Steven J. Peiser, D.D.S.
New York
University B.A. 1967



Happiness is the Souls Joy
In the possession of the untangible.
It is the warm glow of the
Heart of Peace with itself

William George Jordon





Paul M. Ponte, D.D.S.
Univ. of Mass. B.S. 1967





George Ranta, D.D.S.
Syracuse B.A. 1967



Paul N. Rogow D.D.S.
New York University 1967



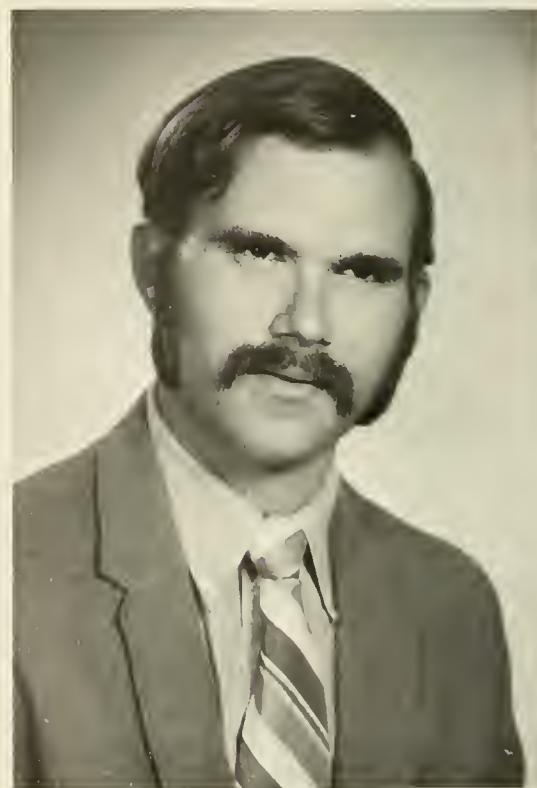


Eric Paul Shaber, D.D.S.
Ohio State Univ. B.S. 1967





Steven W. Steurer, D.D.S.
St. Lawrence Univ. B.S.
1967





James W. Triant, D.D.S
Massachusetts Inst. of
Tech. B.S. 1967



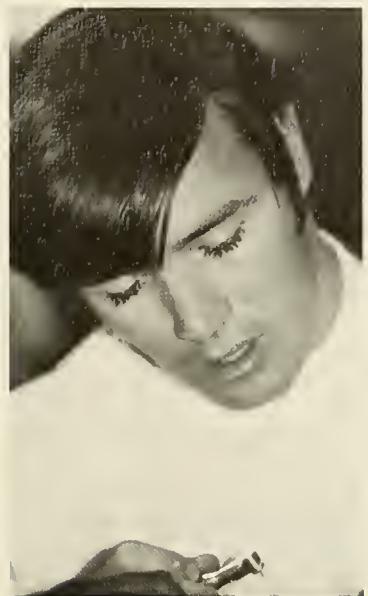
Aukse J. Trojanas D.D.S.
Bucknell B.A. 1965





Michael Tucker D.D.S.
Univ. of Wisconsin B.A. 1967





Timothy A. Turvey, D.D.S.
Villanova Univ. B.A. 1967

Don't compromise yourself. It's all you've got.

Janis Joplin





Steven L. Tushman, D.D.S.
Boston University B.A. 1967

Appearance will say more than words

S.L.T.



Ross Milan Wezmar D.D.S.
Dickinson College B.S. 1967



"Whenever I approach a child his presence inspires two feelings in me; affection for what he is now, and respect for what he may one day become."

Louis Pasteur



Paul Winston, D.D.S.
New York Univ. B.A. 1963



The curious world which we inhabit is more wonderful than it is convenient; more beautiful than it is useful; it is more to be admired than to be used.

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Susan Thrasher, B.S., R.D.H.

Did you say ANOTHER patient?"



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B's



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Gary, Barbara
Lin, Sheue-Jen



Prince, Cathy V.
Simmen, Cecilee K.
Walters, Shirley V. Mrs.
Yellowitz, Janet A.



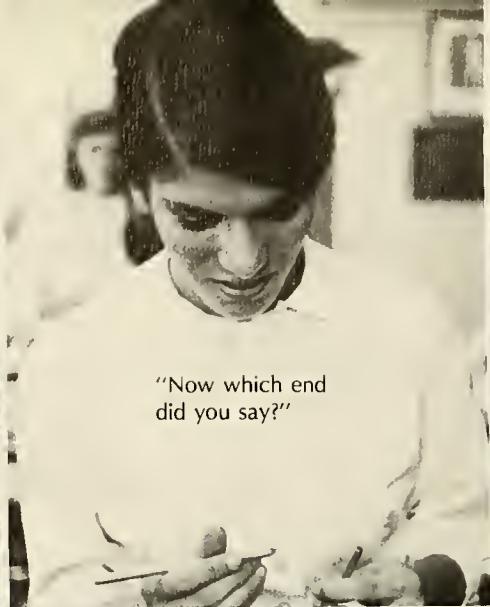
A's



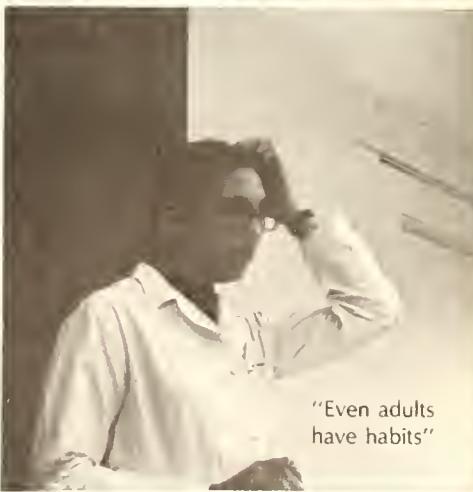
Catania, Corinne
Dranow, Cara L.
Keneally, Kathleen M.
Lande, Meryl B.

Maietta, Lorna A.
Michnoff, Jane M.

Soviero, Christine
Stiebel, Shelley
Williams, Lesa E.
Wilson, Sulyn B.



"And then he
bit my finger"



"Even adults
have habits"





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H. Greene
T. Shannon
E. Sonnenberg
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STANDING: E. Charpentier, D. Gelb, R. Chupkowski, P. Esposito, A. Chesney, S. Shapiro. *MIDDLE:* S. Posovsky, M. Brooks, M. Jaffe, M. Goodman, L. Fitzgerald, J. Ricken. *PERCHED:* I. Golombeck, S. Osofsky, K. Hirsch, E. Levin, D. Kesselschmidt, P. Fox. *NOT ILLUSTRATED:* S. Silverman, S. Goldman, K. Kwel, L. Jankunas, D. Deluke.

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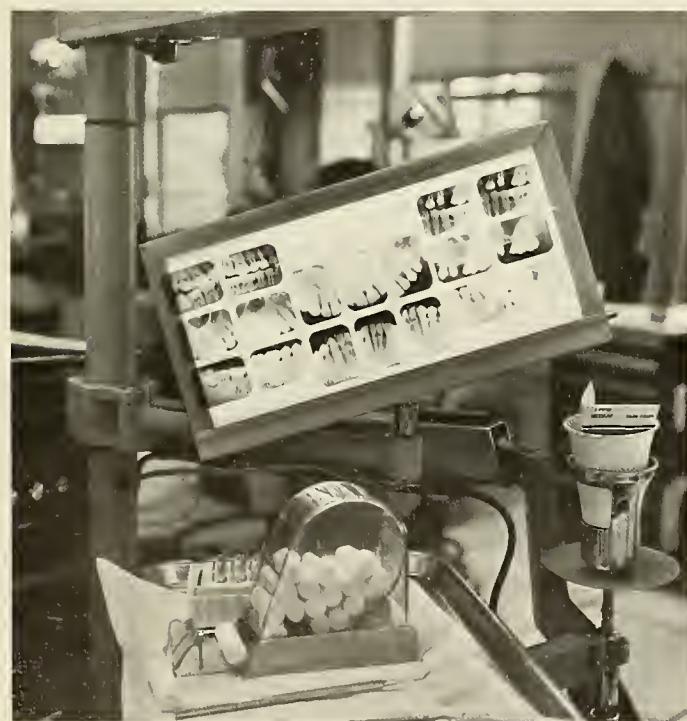
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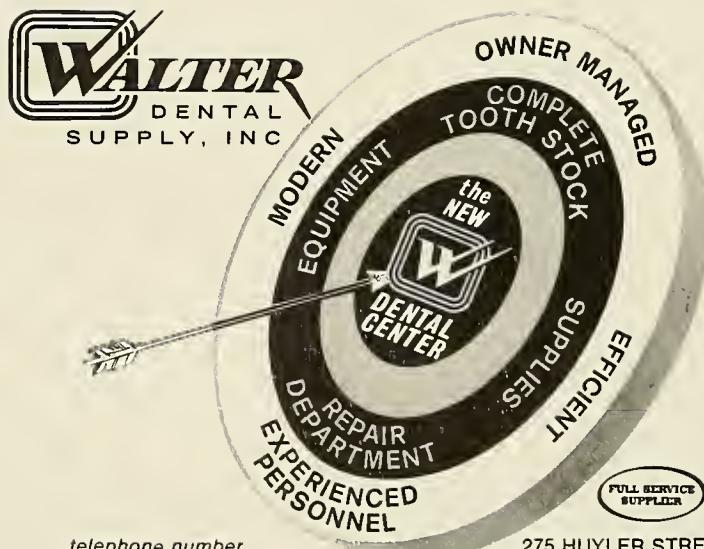
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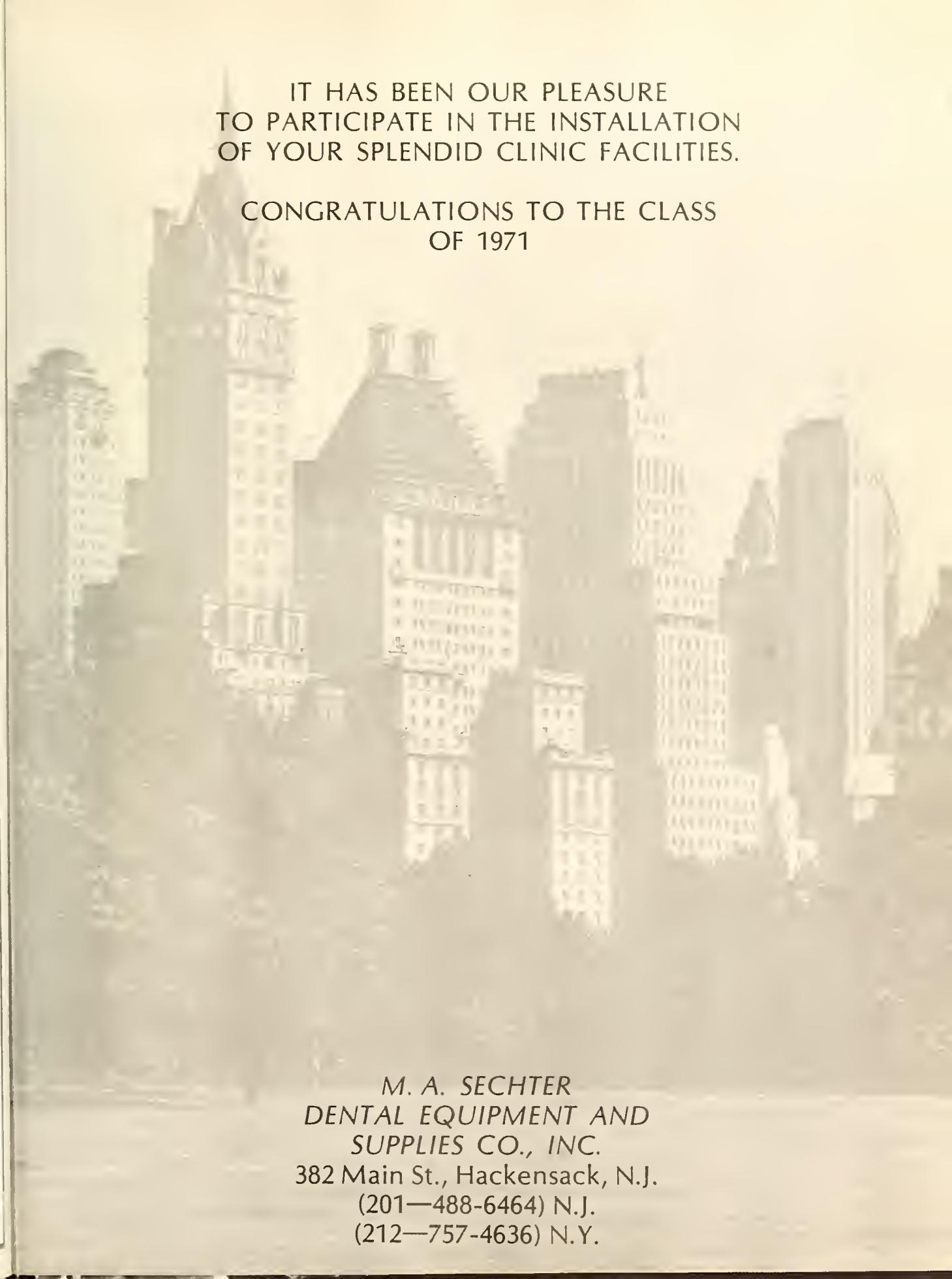


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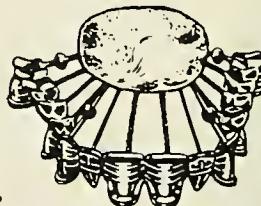
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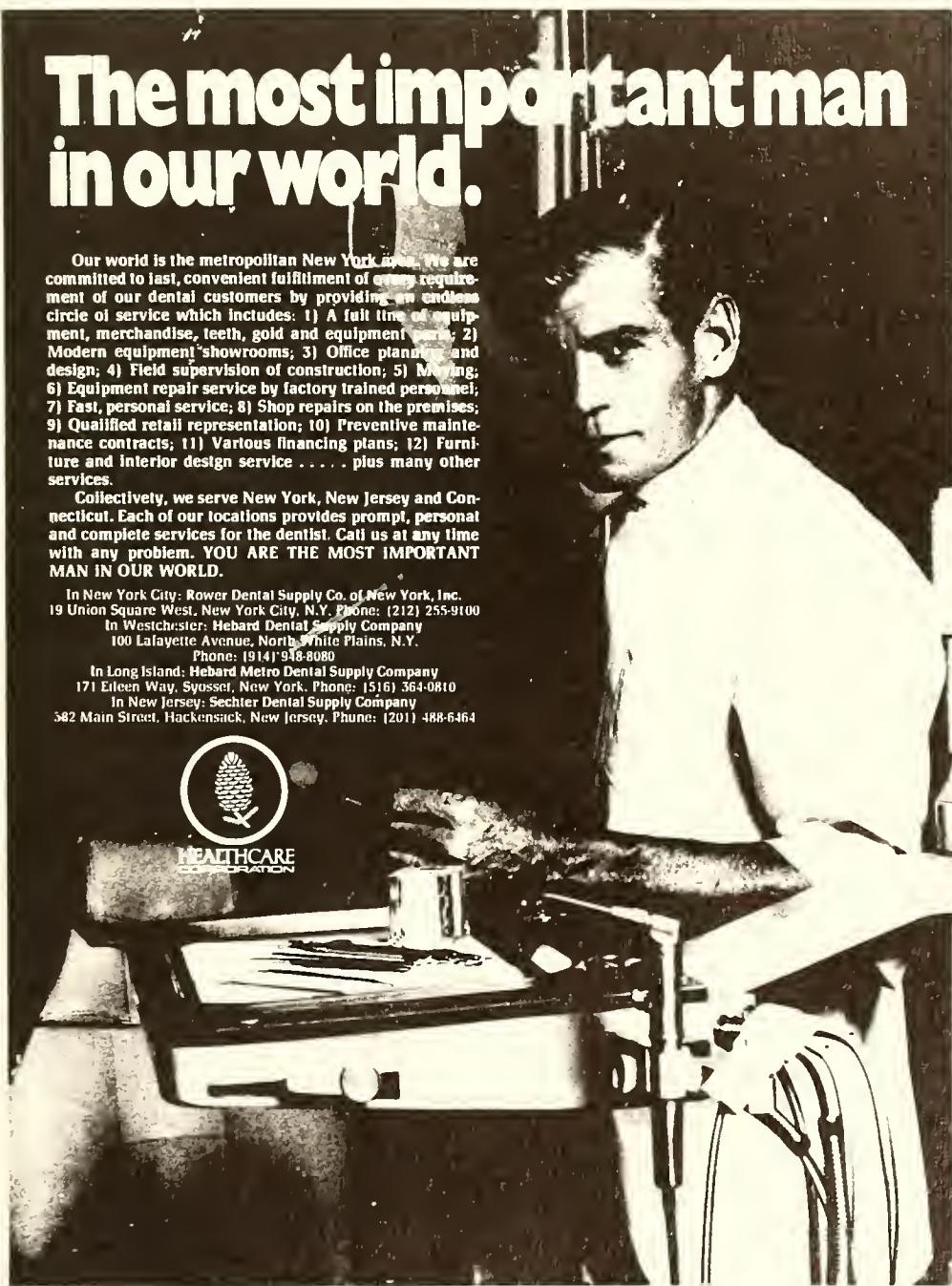
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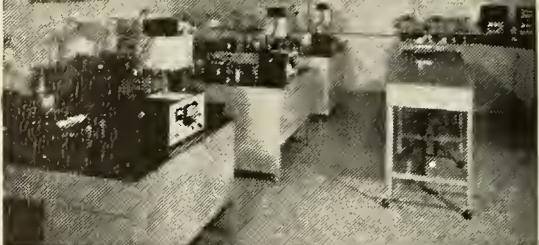
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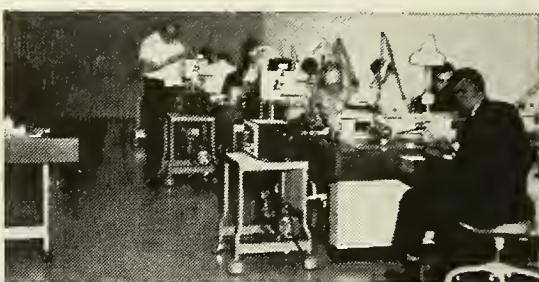
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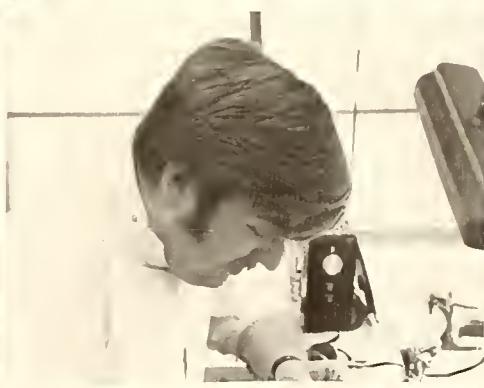
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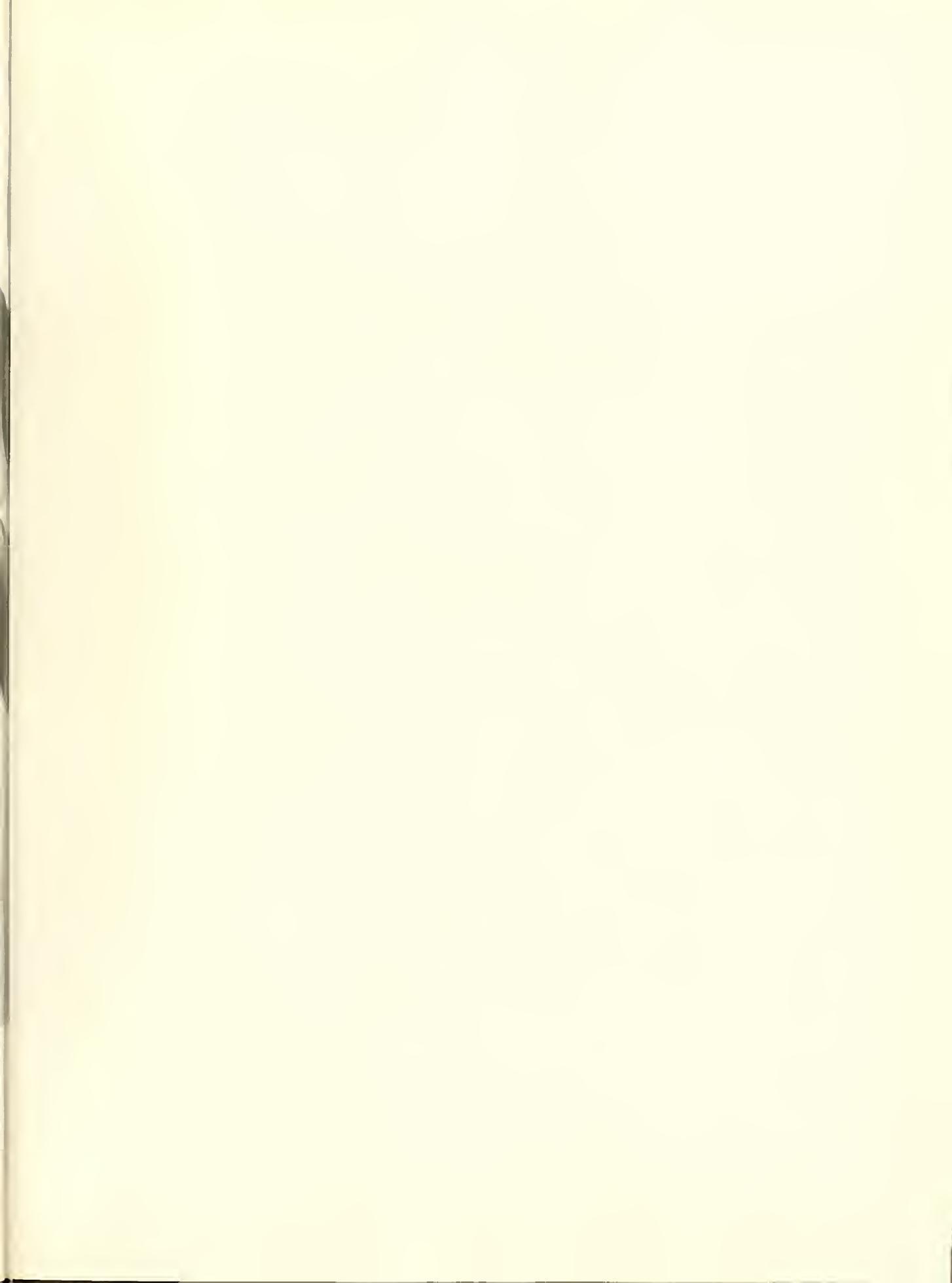


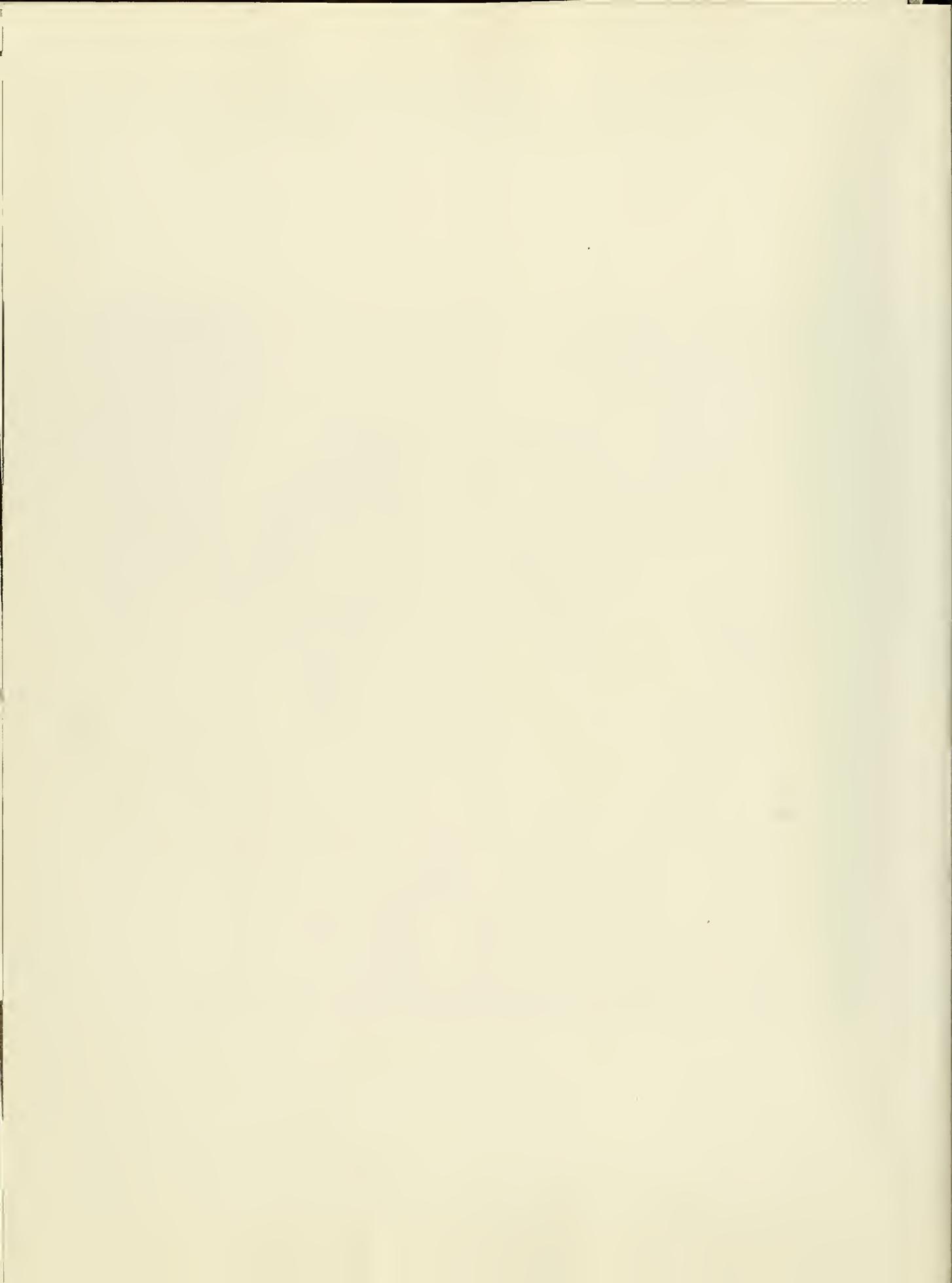




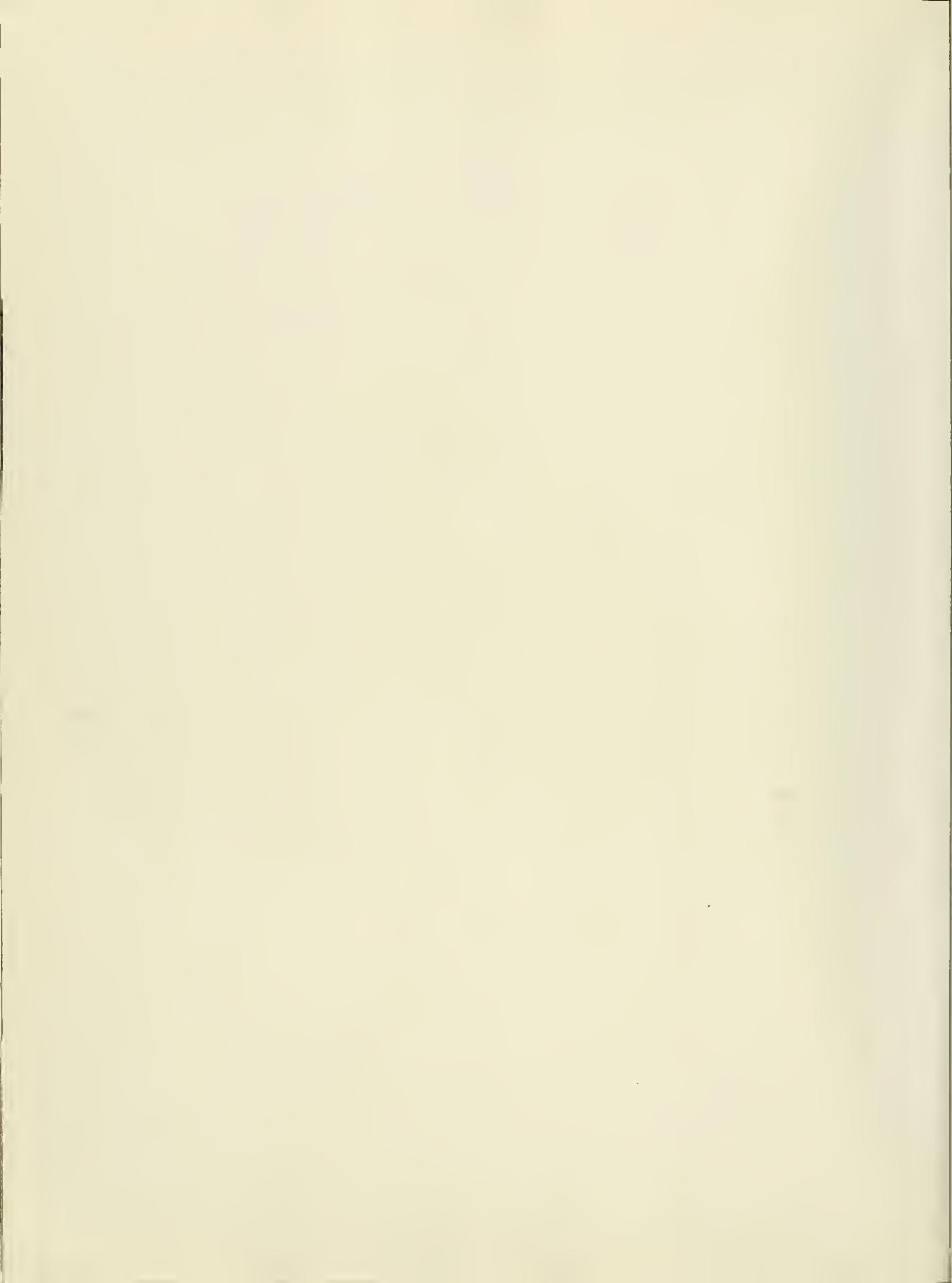


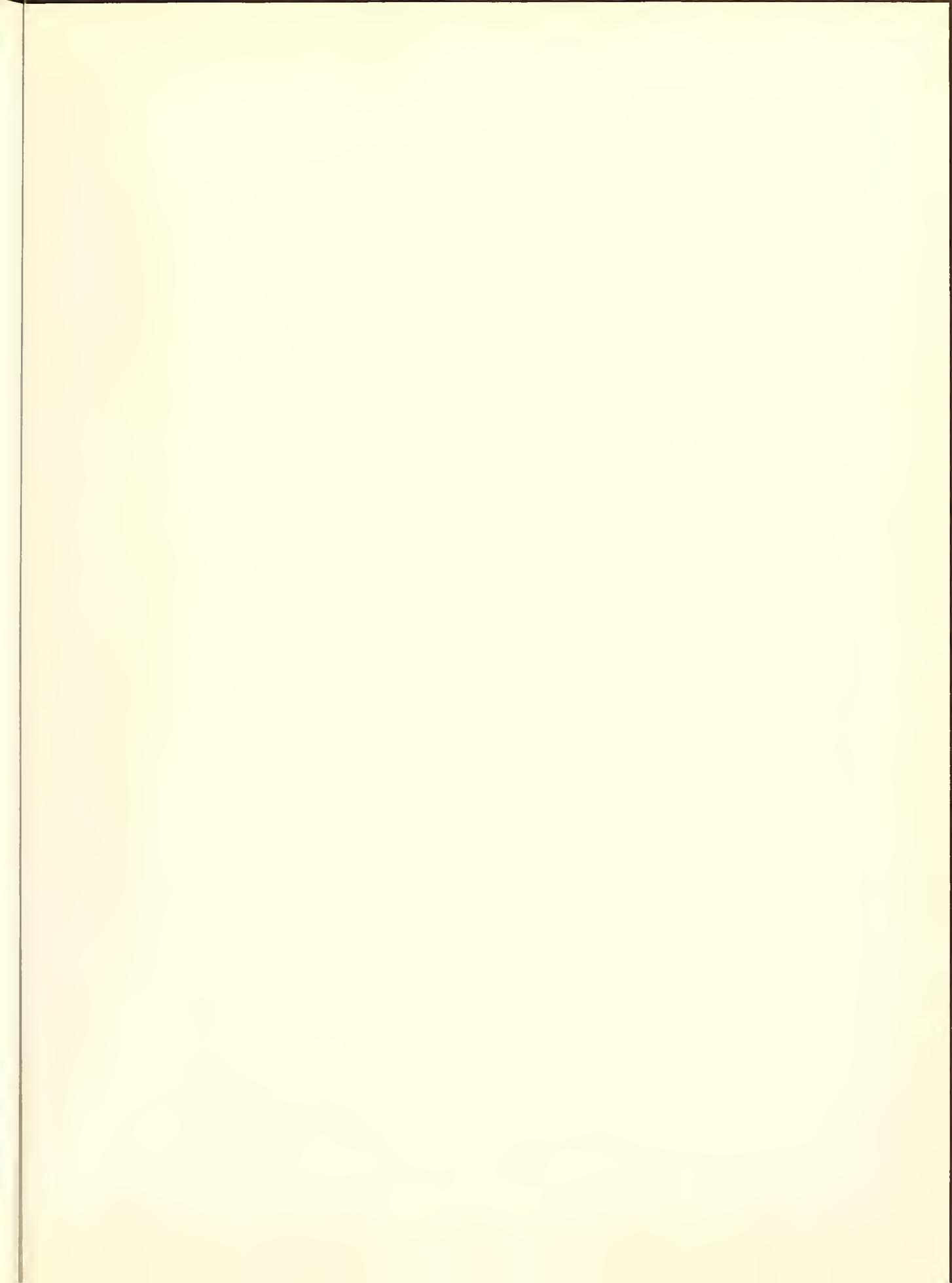
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